Public Sector Equality Duty

Ling Moor Primary Academy

2019-2020

The Priory Federation of Academies Trust (The Trust) will adhere to the requirements of the Equality Act 2010 by not discriminating against students, staff, volunteers or anyone involved in external agencies with which the organisation may be working with on the grounds of any protected characteristic.			
Ling Moor Primary Academy	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
The protected characteristics are: • Age* • Disability • Gender reassignment • Marriage and civil partnership* • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation *These characteristics apply to the Trust as employers, but not in relation to our provision for students.	• Racist/bullying incident reporting ensures that any incidents are identified and addressed so all involved can receive an appropriate education so future incidents are eliminated. This is shared with the LGB who hold the Headteacher to account. There are no trends occurring and incidents are low. • Monitoring of take-up for activities/afterschool clubs shows that opportunities are accessible and equitable for all. • PSHE and RE curriculum ensures proactive work takes place to reduce the likelihood of discriminatory incidents.	• Take up of different activities/clubs is monitored to ensure that all activities/clubs are accessible to all pupils. • Strategies are in place to engage under-represented groups, for example, the academy uses additional funding where possible to provide specialist equipment for pupils with disabilities. The academy also takes into account the timing of the activities to avoid clashes with pupils' religious responsibilities, e.g. prayer times. • The Academy's Accessibility Plan ensures that all pupils can access the site and there is no unfair advantage given to able bodied pupils.	• School curriculum reflects and celebrates diversity, which encourages pupils to show respect and tolerance to all. • Collaborative working encouraged between different groups in the community. • Visits to places of worship provide opportunities for children to understand other cultures and build positive relationships. It also allows children of different faiths to educate their peers about their faith/culture. • The academy has embedded British Values and the Academy Values into all aspects of academy life as this encourages a positive and respectful ethos where all are treated equally and given the same responsibilities.

	What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	What do we do to engage with the protected groups in order to advance equality of opportunity?	What do we do to engage with protected groups in order to foster good relations?
	• Pupils with disabilities are asked to consult on provision to ensure that it is appropriate and meeting their needs. If any barriers are highlighted, the academy works to remove them. • Reasonable adjustments made to support pupils with disabilities are shared with transition schools to ensure that appropriate provision is in place. • The academy has invested time in setting up pupil groups who represent the diversity of the pupil population. For example, E-Safety Ambassadors, Anti-Bullying Ambassadors, Student Council Representatives. The role of the groups is to reflect pupil opinion and to make changes to the way the academy runs based upon pupil feedback. For example, if pupil feedback was that there was a lot of unkind messages being sent on social media then the groups would work with staff on putting in place whole-academy strategies to target this concern.	• Student voice and parent/carer voice is sought with the information collected used to ensure that there is equitable provision and any areas negative areas which are highlighted are addressed as a matter of concern. • School events, e.g. the academy ensures that where careers events are held, there is an appropriate representation of protected groups, e.g. female leaders; disabled workers. • The academy provides additional support where necessary for pupils applying for secondary school, e.g. supporting families where English is an additional language, to ensure the right application is made for the child	In order to build and embed links with our community the following happens: • Visits to places of worship and faith leaders delivering assemblies so that pupils become familiar with different faiths and see them as a part of their community. • Visits to care homes allows pupils to talk to members of the elder generation and understand what life is like for them and how they can better understand each other. • Visits from war veterans to encourage pupils to understand the contribution the veterans made to the life that they live now. • Visits provide children with opportunities to create connections and understand the needs of their community.

	• Diverse offer of religious celebrations acknowledged to help pupils understand different cultures and to see it as a part of the community/world they live in. The academy aims to increase awareness, thus reducing instances of negative behaviour which stems from a lack of understanding.		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	**How effective are we at advancing equality of opportunity?**	**How effective are we at fostering good relations between people who share a protected characteristic and those who do not?**
	• Extremely low rates of bullying/discriminatory incidents. • PSHE delivered effectively • Low rates of temporary and permanent exclusion • Pupil feedback identifies that pupils feel safe at the academy and they feel any poor behaviour would be dealt with quickly and effectively by the academy.	• SEND achievement is in line with non-SEND achievement. • Participation in visits/extra-curricular activities is high for all groups of pupils. • A range of opportunities is available for all pupils, and stakeholder feedback recognises this.	• Academy lesson observations and behaviour logs show that pupils and staff respect each other and work well together. External visitors are happy to come to the academy and work with our pupils. • Feedback taken from parents/carers, governors, pupils and staff does not identify any concerns.
Next steps	Review the academy's extra-curricular offer to ensure that the current offer is suitable for all pupils.		